

VISIT...

LANZAROTE
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Tutor Teaching Tips

Repeated Reading • Q-3

MATERIALS

Reading
 Passage:
 Part 1 (2 copies)

Timing device;
 Graph

Reading
 Passage:
 Part 2 (2 copies)

Game cards;
 Game board;
 Markers

Introducing the Passage



5 minutes

Read part 1 of the passage *Amelia Earhart* to provide a model of fluent reading.
 Read with expression at a normal reading pace, taking about one minute to read the passage.

Give the child a copy of the passage. Read the passage again, having the child read along with you. If he/she has difficulty reading along, slow the pace or read a small chunk (one or two sentences), and then have the child read that chunk with you. Continue reading smaller chunks until you and the child have read the entire passage. Read the entire passage with the child one or two more times.

Building Fluency



5–10 minutes

Have the child read the passage out loud while you time him/her for one minute. As the child reads, place a check mark on your copy of the passage over each word that he/she misreads. If the child pauses for three seconds, tell him/her the word and mark it as an error. Do not correct errors during the reading. After one minute, tell the child to stop. Circle the last word the child read. Help the child plot the number of words read on the graph. The goal is 110 words per minute at at least 90% accuracy.

Discuss errors once the child has completed the reading. Discuss word-attack strategies such as sounding out parts of words, looking for smaller words or recognizable chunks within larger words, and thinking about how the meanings of words relate to other parts of the text.

Do not exceed more than four independent readings of a passage in a single session. If the child seems to have too much difficulty, drop to a lower level during the next tutoring session.

Checking for Understanding



5 minutes

Ask the child to retell the passage. Look for detail in his/her retelling. Give the child time to respond independently. If needed, prompt with the following questions:

What was Amelia Earhart's profession? (pilot)

What flight does this passage describe? (first woman to ride over Atlantic)

Why did Amelia feel like a "sack of potatoes"? (She was just a passenger.)

If time permits, repeat the steps above using part 2 of the passage, *Amelia Earhart*.

Optional Activity



5–10 minutes

PLAYING A WORD GAME: Stack the cards face up (number-side down). Have the child draw a card, read the word, and tell you whether the word is a proper noun or a regular noun. Have the child turn the card over for the answer. If the child is correct, he/she can move on the game board the number of spaces indicated on the card. If the child is incorrect, he/she cannot move and should return the card to the bottom of the stack. It is then your turn. Repeat the game if time permits.

Part 1

When Amelia Earhart was 21, her family moved to California.	10
One day she attended an air show. The airplanes dazzled her,	21
flying in loops and doing stunts. After that, Amelia didn't finish	32
college. She knew she wanted to fly.	39
With her parents' help, Amelia took piloting lessons and saved	49
enough money to buy an airplane. Before long, the young woman	60
was flying in air shows herself.	66
A publicist in New York named George Putnam was trying to find	78
a woman to be the first to ride in an airplane over the Atlantic.	92
George thought Amelia Earhart was perfect, and she was eager	102
to go.	104
Amelia was just a passenger on that 1928 flight. She called	115
herself "a sack of potatoes," because she felt like she had no	127
purpose. Still, the first woman to cross the Atlantic made headlines	138
around the world.	141



Amelia in Southampton, England,
after the 1928 Atlantic flight

Part 2

By the time she was 39 years old, Amelia had made every major flight there was, except for one. She wanted a new challenge. The greatest challenge left was to fly around the world.

Only one pilot, a man, had ever flown around the world, several years before.

But he had not followed the equator, the longest and most difficult route. This was the route Amelia would fly. Would she make it?

As her plane neared Howland Island, Amelia's radio messages became odd. The tiny island was to be her last stop before Hawaii and then back to California, where she had started.

More than 20 hours into the flight, Amelia's voice said, "We're running north and south." She was never heard from again.

What happened to Amelia? This question still haunts people today.



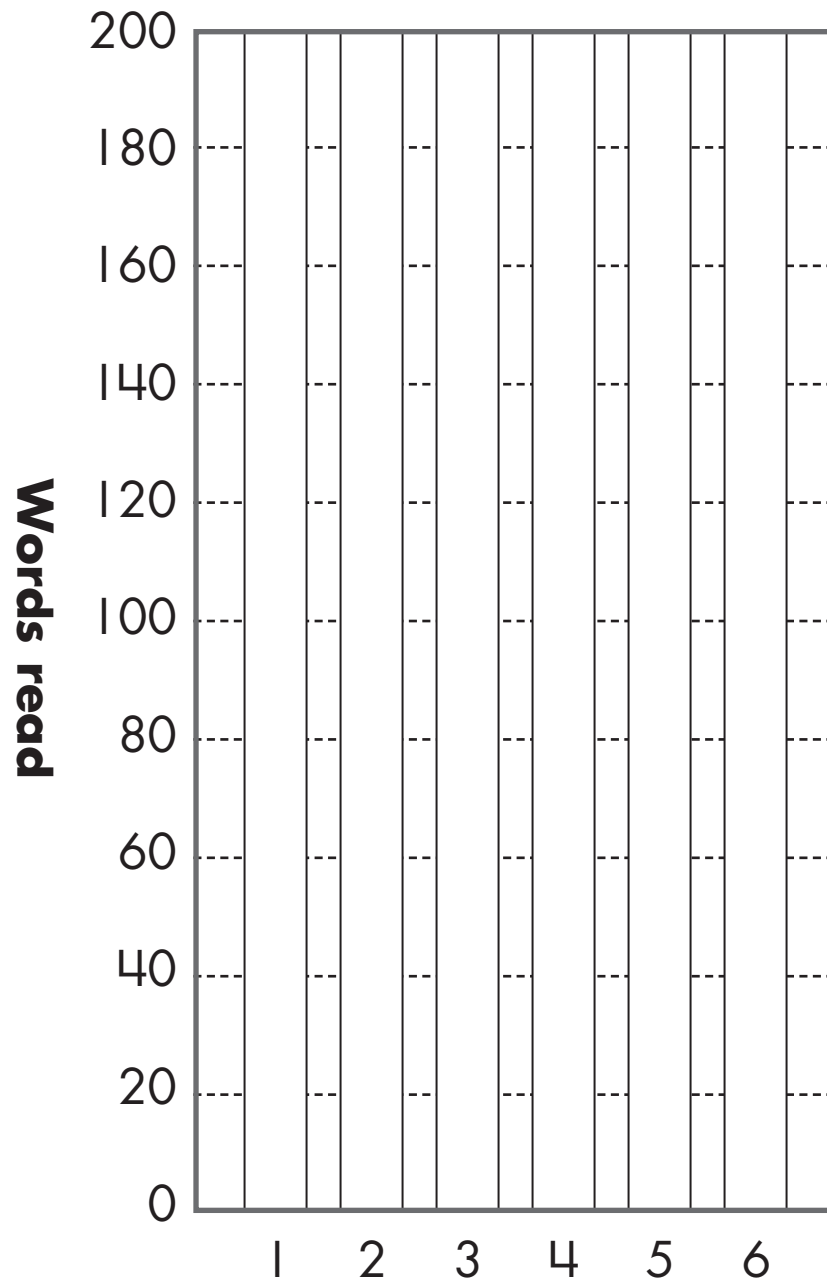
Amelia doing what she loved best: flying

Fluency

Repeated Reading Bar Graph

Lesson Q-3

Name _____ Date _____



Number of errors: _____

1 2 3 4 5 6

Directions: These game cards are two-sided. Print or copy back-to-back to make one set of cards.

Fluency



Game Cards (FRONT)

Lesson Q-3

Amelia

family

California

airplanes

New York

stunts

George

Atlantic
Ocean

passenger

Hawaii

potatoes

world

Earth

pilot

woman

Boston

Directions: These game cards are two-sided. Print or copy back-to-back to make one set of cards.

Fluency

 Game Cards (BACK)

Lesson Q-3

regular noun 2	proper noun 2	regular noun 1	proper noun 2
proper noun 2	proper noun 3	regular noun 1	proper noun 2
regular noun 3	regular noun 1	proper noun 2	regular noun 1
proper noun 2	regular noun 1	regular noun 2	proper noun 3

Fluency

Game Board

Lesson Q-3

